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ABSTRACT

A 2-year research and development project was conducted to identify existing good practices for introducing students in the United Kingdom (UK) to General National Vocational Qualifications (GNVQs) and available teaching and learning materials for use in the induction of GNVQs in UK schools and colleges. The main activities of the project's three phases were as follows: research phase (review of the GNVQ literature, initial exploratory visits to a few identified GNVQ centers, development of a questionnaire for a mail survey and selection of a sample of 20 cases of good practice in induction of GNVQs in schools and colleges in 8 vocational areas and at 3 levels, development of an interview schedule, and conduct of 9 in-depth case studies of GNVQ center programs in art and design, business, science, the built environment, health and social studies, hospitality and catering, leisure and tourism, and manufacturing; development phase (production of draft reports on good practice and draft teaching/learning support materials); and promotion phase (refinement of examples of good practice through a workshop). (The bibliography lists 57 references. Appendixes constituting approximately 70% of this document contain the following: questionnaires and interview schedules, nine case studies, and a list of schools and colleges visited.) (MN)

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ED 401 446

Employment Department
University of Huddersfield

PROJECT REPORT

GOOD PRACTICE IN GNVQ INDUCTION PROGRAMMES

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c) the practitioners (from schools and colleges) for their informed opinions;

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1 INTRODUCTION

1.1 Background

This is a report of a research and development project which was funded in 1993/94 by the Department of Employment (Training, Enterprise & Education Directorate) and which addressed the many issues associated with the induction of GNVQ students.

As is now well known, the introduction of General National Vocational Qualifications (GNVQs) in schools and colleges was first announced in the Government White Paper "*Education and Training in the 21st Century*" (DES/DE, 1991). The Government's intention was (and still is):

a) to broaden the range of provision for the increasing number of 16 year olds who stay on in full-time education, and

b) to support the National Education and Training Targets which were established by the Confederation of British Industry (and endorsed by the Government); these targets include:

   i) by 1997, 80 per cent of 18 year olds to achieve qualifications at NVQ level 2 (or the academic equivalent, that is, four or five GCSEs), the current figure being 55 per cent;

   ii) by the year 2,000, 50 per cent of 18 year olds to achieve qualifications at NVQ level 3 (or the academic equivalent, that is, two GCE 'A' levels), the current figure being 33 per cent (DFEa, 1993).

GNVQs are "designed for delivery in full-time education and in settings where there is only limited access to the workplace" (NCVQ, 1993). GNVQs are expected to fill the important gap between the traditional, well-tried GCE 'A' Level qualification and the job-specific National Vocational Qualifications. GNVQ programmes of study offer a broad-based, vocational education through a blend of academic and vocational options whilst developing students' skills in Communication, the Application of Number and Information Technology, and are expected to tap "the deep pool of talent that has been hidden for too long" (DFEa, 1993).

In an attempt to give GNVQs the "much sought-after parity of esteem" with GCE 'A' levels, the top GNVQ level (the "Advanced" level) was re-named "Vocational A level" (DFEb, 1993), the two other levels becoming "Intermediate" and "Foundation". During the academic year (1993/94), GNVQs were offered at Intermediate and Advanced levels in five Vocational Areas (namely, Art and Design, Business, Health and Social Care, Leisure and Tourism and Manufacturing); in addition, GNVQs were being piloted in the following Vocational Areas: Built Environment, Hospitality & Catering, and Science.

1.2 Aims

In broad terms, the overall aim of this project was two-fold:

a) to identify current practice already in place (and also potential "good practice") for introducing students to GNVQs and assisting them in their choice;

b) to establish what teaching-learning materials were currently available for the induction of GNVQ students in schools and colleges.

Interpretations of the terms "induction" and "good practice" vary but Section 2 below explains how these terms were interpreted in this Project.

2 Methodology

As Figure 1 shows, the project was in three main phases:

Phase 1: the research phase (the investigation of current practice for GNVQ Induction);

Phase 2 the development phase (for the production of examples of "good practice");

Phase 3 the promotion phase (for the dissemination of the "good practice" examples).

In this project "induction" refers to the conscious attempt by schools and colleges to help students with the transition to their GNVQ Programmes of study. "Good practice" is practice which approximates to what is expected of a practitioner from a theoretical perspective (see the Checklist in Section Two of the GNVQ Induction Pack, another outcome of this Project).

Figure 1

Phase	Project Activities
1	Stage 1: (a) Desk study: review of the GNVQ literature (b) Initial exploratory visits to a few identified GNVQ centres for familiarisation purposes
	Stage 2: (a) Development of a sampling frame (b) Development of a questionnaire for a postal survey of practice in connection with GNVQ induction (c) Achievement of a sample of 20 cases of "good practice" in Induction in Schools and Colleges in eight Vocational Areas and at the three levels
	Stage 3: (a) Development of interview schedules (b) In-depth Case Studies through visits to the GNVQ Centres and semi-structured interviews of key GNVQ Staff and Students
2	(a) Production of draft reports of "good practice" (b) Draft of teaching-learning support materials
3	Refinement of examples of "good practice" through a Workshop

The Project Team consisted of seven members of staff in the School of Education of the University of Huddersfield.

The project was guided throughout by a Steering Committee who also monitored its progress (see Appendix 6)

2.1 The postal survey

A design issue in this project was to identify the GNVQ Centres which were carrying out "good practice", as far as their Induction Programmes were concerned. However, the first step was to obtain information about GNVQ Centres from the following sources:

i) the national studies of GNVQs already undertaken

ii) the briefings of the three GNVQ Awarding Bodies;

iii) proceedings of conferences about GNVQs;

iv) publications about GNVQs

v) College lecturers who attend courses at the University's 20 Associated Centres for IN-SERVICE Teacher-Training (FE)

The next step was to list the GNVQ Centres that were recommended for their "good practice" in implementing the GNVQ framework. The national studies of GNVQs by the Department of Employment (1992 a,b) and by OFSTED (1993) were invaluable in this regard, as were the following:

a) the meetings with:

   i) the National Development Officers of the GNVQ Awarding Bodies and of NCVQ, respectively;

   ii) the Regional GNVQ Co-ordinators for the Awarding Bodies

b) the contacts with FE College lecturers through the University's Associated Centres.

Twenty-nine GNVQ Centres (16 schools and 13 colleges) were listed. The geographical spread of the Centres covered Great Britain and N.Ireland. Since FE Colleges and VI Forms in Schools were not the only choices available at 16, included in the list were Community Colleges, a City Technology College, Tertiary Colleges and VI Form Colleges. The main justification for their inclusion was the recommendation of "good practice" in their Induction Programmes. Six local Schools for Students with Learning Difficulties were also included in the list and two Institutions for Young Offenders.

For the postal survey of the targeted Centres (see Fig 1, Stage 2) two questionnaires (**PS1** and **PS2**) were posted to the GNVQ Centre Coordinators in the listed Centres (see Appendix 1 and Appendix 2). Nine copies of the questionnaire **PS2** were enclosed: one for the Centre Co-ordinator and one for each Co-ordinator in the eight Vocational Areas in which GNVQs were available. The aim of the postal survey was two-fold:

a) to generate specific data about the GNVQ Induction Programmes in the targeted Centres;

b) to enquire about their willingness to share teaching-learning materials which students had found particularly comprehensible, stimulating, user-friendly and well-documented and which the staff considered to be examples of "good practice" materials

The Project Team kept an open mind as to the nature, contents and shape of "good practice" in GNVQ induction until the responses from the questionnaires were analysed. The team looked also at other relevant initiatives such as that taken by the "Nuffield in Practice Group" (a Science Development group).

2.2 The Case Studies

The data obtained from the postal survey formed the basis for the selection of nineteen Case Studies (in seven Schools and twelve Colleges); a "case" was taken to be the Induction Programme for the GNVQ students, in a particular Vocational Area, at a School or College.

2.2.1 Aim

In broad terms, the aims of the Case Studies were three-fold:

a) to obtain further insights into the rationale, design, process, content and usefulness of GNVQ Induction programmes;

b) to investigate how the Induction Programme in each "Case" had operated in practice;

c) to obtain the collaboration of the selected "Cases" for the development of an Induction Pack for GNVQ staff.

2.2.2 The interviews

For each selected "case" of "good practice", in-depth, semi-structured, on-site interviews were conducted. The emphasis during these interviews was on the principles and processes which underpin "good practice" (and which were embedded in questionnaire **PS2**). In addition, each interviewee was asked about:

a) the design and content of the Induction Programme;

b) the implementation of the Programme (with an emphasis on the learning process);

c) the GNVQ staff's own evaluation of the Programme.

For each Case Study within a particular Vocational Area, at a particular GNVQ Centre, the respondents were normally:

i) the GNVQ Centre Co-ordinator;

ii) the GNVQ Vocational Area Co-ordinator;

iii) one other key member of the GNVQ Induction staff;

iv) three or four GNVQ students.

The areas of questioning for the individual interviews of the GNVQ staff were as shown in the Interview Schedule **IS1** (see Appendix 3).

2.2.3 Documentation

In addition to interviewing and collecting various teaching/learning support materials for each Case Study, pertinent official and appropriate authentic documents were collected. These "threw light" on the context and the "learning milieu" in which "good practice" had emerged.

The Documents collected included, for example:

a) the time-table for the GNVQ Induction Programme

b) the background papers for GNVQs within the School/College

c) the official report/record of any evaluation of the Induction Programme, including documents relating to:

   i) the integration of Induction within the curriculum for each Vocational Area

   ii) the Staff Development framework and plans

   iii) the planned review of the Induction Programme and the changes already made in the Programme.

2.2.4 Observations

The period of induction for all GNVQ intakes had passed by the time of the project. So it was impossible to observe directly and describe systematically how the Induction Programme had been implemented in each "Case" selected for study. Nevertheless, arguably, it was possible to obtain some idea of how the Induction Programme had been operated in practice from:

a) a scrutiny of students' records of their activities (during the Induction Programme)

b) interviewing students about:
   i) these records
   ii) the impact of the Induction Programme on their current studies

c) the students' retrospective accounts of their experience of the Induction Programme

(The Interview Schedule **IS2**, in Appendix 4, was used for these purposes.

2.3 The Workshop

The GNVQ Centres participating in the Project were each invited to send a representative to a one-day Workshop which the project team organised (for the 29th April 1994). The main aim of the Workshop was to disseminate the examples of "good practice" found in the Case Studies which the Project team had undertaken; hence the examples of teaching-learning materials were displayed and examined.

However, two additional aims of this workshop were:

a) to discuss issues arising from the reports of Induction Programmes in the Schools and Colleges visited;

b) to test the reactions of the workshop participants to the teaching-learning materials that were promoted in this project as examples of "good practice".

The techniques used to achieve these aims were respectively as follows:

i) An account of a Case Study of GNVQ Induction was presented to the workshop participants to serve as a catalyst for small group discussions about the Induction Process. Salient issues were highlighted during the discussions.

ii) A set of open-ended questions (focussing on the teaching-learning materials displayed) were collected from the workshop participants and put to them in small groups. An indication of the perceptions and feelings of the

participants (about the acceptability of the materials as examples of "good practice") was thus obtained.

3 The results

Introduction

Twelve completed **PS1** questionnaires (from four schools and eight colleges) and fifty completed **PS2** questionnaires were returned. The response rates were thus, 41% and 40% respectively.

Many examples of "good practice" were found and these have been collated and put into the GNVQ Induction Pack which accompanies this Report.

A finding of considerable significance was that a lot of thought went into the development of Induction Programmes in the sampled schools and colleges. Brief accounts of these programmes in three schools and six colleges are given in Appendix 5 (Case Studies 1 to 9). They throw into relief the key features in each of the Induction Programmes and thus pinpoint the factors that have influenced its delivery in its particular context. There can be no doubt that the staff had to work very hard, with commitment and enthusiasm, in a very short time, in order to get their GNVQ courses operational. The student interviews gave ample evidence that the staff had succeeded in creating as open an atmosphere as possible between themselves and their students right from the start of the induction period. It was clear, too, that the Senior Management of each institution were committed to the concept of GNVQs and that they were very supportive of their staff's efforts.

However, it was probably inevitable that an innovation of this nature and scope would be somewhat flawed in some respects (given the circumstances in which it was launched). Consequently, the other findings reported here are aimed at drawing attention, where necessary, to the lessons to be learned so that the identified pitfalls can be avoided in future. It is acknowledged that the findings are based on only nineteen Case Studies and that there is a danger in generalising from such a limited amount of information. Another consideration is that, although examples of "good practice" were found in all the "cases" studied, it should not be inferred that the whole of the Induction Programme in each "case" was necessarily taken to be an example of "good practice".

3.1 Programme content

Many areas of content (such as Action Planning and Familiarisation with the Learning Environment) were common to the Induction Programmes investigated; they were based on

the guidelines supplied by the GNVQ awarding bodies and on the previous experience (of vocational courses) of the schools and colleges. However, given the short time-scale for the implementation of GNVQs, some GNVQ teams had borrowed rather than developed teaching/learning materials (usually those made available by the awarding bodies).

3.1.1 From the evidence furnished by this study, close attention should be paid to the following points:

3.1.1.1 The purpose and benefits of induction were not always clearly stated and explained to students.

3.1.1.2 The respective contents of the programmes for "general induction" and "specific induction" (that is, induction within specific Vocational Areas) were not clearly differentiated; and, as regards "specific induction", the learning outcomes expected of the Induction Assignments (that were used as "dummy runs" for the GNVQ Course assignments) were not clearly specified.

3.1.1.3 The diagnosis of learning needs was another common feature of Induction Programmes. The usual procedure was for the GNVQ staff to work closely with individual students so that specific needs could be diagnosed and optimum support provided.

However, some GNVQ staff questioned the value of diagnostic testing.

3.1.1.4 The term "learning to learn" was not in common use, perhaps because it has not yet been subjected to clear definition in the GNVQ context. The term was understood in various ways, as follows:

a) as a process that takes place over the whole GNVQ programme (and hence, it was not confined to the period officially dedicated to Induction)

b) as "learning the GNVQ way" of working on assignments (for example, through Action Planning, Portfolios of Evidence, Review Sessions)

c) as "an exercise which aims at getting students to think about better studying skills"

d) as "learning to use the wordprocessor and to save files"

e) as "back to basics", that is, learning:

i) the GNVQ Core Skills
ii) how to tackle a written report
iii) how to structure an assignment
iv) how to take notes during lessons
v) how to work with others in small groups (eg sharing tasks, planning and making decisions)
vi) how to "track down" information

3.1.1.5 Insufficient emphasis was put on differences in :

i) ways of learning
ii) ways of thinking (eg. convergent/divergent)
iii) types of evidence

3.1.1.6 Although GNVQ courses offer (i) a broadly based preparation for employment and (ii) a route to further and higher education, the impression gained was that the emphasis in schools and colleges was on the latter. This emphasis was reflected in the Induction of students. Real or simulated work experience to deliver core or vocational outcomes did not "surface" very much during Induction.

3.1.1.7 Only a few Induction Programmes contained a period of residential experience; and yet, such experience was said by GNVQ students and staff alike to be extremely beneficial.

3.1.1.8 The GNVQ "jargon" was a barrier to understanding in spite of some very good attempts on the part of GNVQ staff to explain it to students.

3.2 Programme management

3.2.1 Resources

As already indicated, the introduction of GNVQs was well supported by the Senior Management of schools and colleges. The Induction Programmes were, on the

whole, well resourced with reprographics and IT facilities. Staff development strategies (in-house or otherwise) in preparation for GNVQs had been implemented.

3.2.1.1 A much needed resource for Induction Programmes is time, and the general consensus was that there had not been a sufficiently radical look at the time-tabling of GNVQ staff during the induction period.

The professional viewpoint was that the time allocation was not sufficient for:

a) the many GNVQ staff meetings needed
b) the development in students of a sense of ownership of their courses
c) an explanation of the GNVQ Assessment System
d) the tutorial guidance necessary to explain:

i) achievements in the Core Skills
ii) Action Plans
iii) Self-assessments

3.2.2 Organisation

Various ways of organising the Induction Programmes were found. All had their advantages and disadvantages. The balance of opinion appeared to favour an "early experience" approach, through a brief period of "general induction", followed by a "drip feed" approach (through "specific induction" which stretched over a number of weeks into the autumn).

As the term implies, the "specific induction" was induction within a specific Vocational Area. It was commonly based on an "induction assignment" of the GNVQ type (of assignments).

For the "general induction", the so-called "mixed economy model" was preferred because of the perceived advantages of inducting students in mixed groups. This means inducting together post-16 students on GNVQ courses, in different Vocational Areas and at different levels, as well as students following GCE 'A' Level courses and GCSE courses. The advantages included, for example:

i) improved team building (for staff)
ii) the efficient utilisation of physical resources

3.2.3 Evaluation

There was not much evidence of formal, systematic, in-house evaluation of individual Induction Programmes in the GNVQ courses surveyed; but clearly the staff had obtained some feedback about the Induction Programmes from talking to students informally.

4 Recommendations

The following recommendations are made on the basis of the findings reported above:

1 Given the wide range of examples of "good practice" in the Induction Pack, it should be distributed to:

a) Schools and Colleges (including private schools)

b) Higher Education Admission Tutors

c) Departments of Education in Higher Education Institutions

d) Careers Service Officers

e) Local Education Authorities

f) TECs

2 The Project Team should undertake a small-scale, follow-up study of the implementation of the GNVQ Induction Pack. This study should provide feedback about:

(a) the potential of the Pack for stimulating learning

(b) precisely what in the Pack (if anything) needs to be revised, why and how (before embarking on a large-scale dissemination of the Pack)

3 The good practice of organising frequent, formal, In-house Staff Development Workshops for GNVQ staff in schools and colleges should continue but special consideration should be given to the pitfalls identified in Sections 3.1 and 3.2.

4 The Pre-Induction and/or Induction Programmes for the following categories of learners should now be investigated:

a) school pupils in Years 10 and 11
b) part-time learners
c) students with learning difficulties
d) offenders
e) people in the armed forces

5 A feasibility study should be undertaken to verify the proposition that "Vocational 'A' level" students would benefit:

(a) during the General Induction period, from an introduction to the following:

(i) the nature of evidence, facts, opinions, beliefs and values
(ii) the development of thinking, conceptual thinking, hypothetical thinking, creative/divergent thinking, logical thinking

(b) during the Specific Induction period (for each Vocational Area), from an overview of the modes of enquiry, perspectives, concepts and processes which characterise the curriculum "subjects" that are integrated within the Vocational Area, whether such integration is:

(i) within the same area of knowledge (or discipline) as indicated, for example, in the single title of Science for one of the Vocational Areas, or:
(ii) between different areas of knowledge (or disciplines) as, for example, in Leisure and Tourism.

6 An interactive video Induction Pack should be developed. This could be used by learners and other interested parties such as Careers teachers and parents.

7. Given the finding that the NVQ/GNVQ "jargon" remains a barrier to understanding, such "technical language" as is necessary in the GNVQ context should be "translated" into plain English.

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APPENDICES

APPENDIX 1

PS1

QUESTIONNAIRE ABOUT GNVQ INDUCTION PROGRAMMES

(Note: this questionnaire is to be completed by the GNVQ School/College Co-ordinator)

Introduction

This questionnaire is aimed at finding out what are the different categories of GNVQ programmes offered at your School/College.

1. Name of School/College: .....

2. Does your School/College offer GNVQ programmes in the Vocational Areas listed below, at the levels indicated and for the following age groups? Please circle the numbers in the boxes as appropriate and note that : 1 = Yes; 2 = No. Also, for each level, indicate each age group, even if students are in mixed age groups.

GNVQ Vocational Area	GNVQ Level																		For Office Use Only
	Foundation						Intermediate						Advanced						Code
	Age group below 16		Age group 16 to 18		Age group 19 and above		Age group below 16		Age group 16 to 18		Age group 19 and above		Age group below 16		Age group 16 to 18		Age group 19 and above		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Var
Art & Design	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1-9
Built Environment	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	10-18
Business	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	19-27
Health & Social Care	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	28-36
Hospitality & Catering	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	37-45
Leisure & Tourism	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	46-54
Manufact-uring	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	55-63
Science	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	64-72

3. Are your GNVQ students grouped separately for their Induction Programme(s) on the basis of the following?

	Yes	No	
Vocational Area	1	2	73
GNVQ level	1	2	74
Age group	1	2	75
Learning Difficulties	1	2	76

Many thanks for your co-operation. Please add below any comments about this questionnaire that you want to make.

Please return the completed questionnaire to Mrs Brenda Clark, Administrative Assistant, School of Education, Huddersfield University, Holly Bank Road, Lindley, Huddersfield HD3 3BP

APPENDIX 2

PS2

QUESTIONNAIRE

ABOUT GNVQ INDUCTION PROGRAMMES

(Note: this questionnaire is to be completed by GNVQ Vocational Area Co-ordinators)

Section A

Please indicate for each item below that you have developed GNVQ-specific teaching/learning materials for that item:

a) which students have found particularly comprehensible, stimulating, user-friendly and well-documented and which you would consider to be examples of "good practice" materials;

b) which you would be willing to share with the research team and possibly develop further if necessary (after appropriate negotiations with the team).

For each item please respond by putting a circle around the numbers in the Willing/Not Willing columns, as appropriate.

GNVQ teaching/learning materials developed	Willingness to share materials that are examples of Good Practice: Willing	Not Willing	FOR OFFICE USE only: Code / Var
1 For assessing the appropriateness of the students' choice of vocational Area and GNVQ level	1	2	1
2 For familiarisation with:			
a) the learning environment	1	2	2
b) the school/college systems	1	2	3
c) the roles and responsibilities of members of the GNVQ programme team	1	2	4
d) the structure of GNVQ at different GNVQ levels	1	2	5
e) the GNVQ principles and processes	1	2	6
f) the nature of assessments and assessment strategies within the GNVQ framework (including externally set tests and external verification)	1	2	7
g) grading activities and criteria	1	2	8

h) recording and tracking relevant documentation	1	2	9
i) appeals procedures	1	2	10

GNVQ teaching/learning materials developed	Willing	Not Willing	
3 For an introduction to the process of:			
a) building up portfolios of evidence and assessing their quality	1	2	11
b) identifying opportunities for the Assessment of Prior Learning	1	2	12
4 For the development of Action Plans in connection with:			
a) learning targets within particular vocational areas	1	2	13
b) personal matters	1	2	14
5 For an introduction to the tutor review systems	1	2	15
6 For:			
a) the role of the learner in the learning process	1	2	16
b) "learning to learn" package(s) which provide the necessary practical support and tools to learn how to learn	1	2	17
7 For group interaction activities such as `ice breakers'	1	2	18
8 For:			
a) the role of work-related activities and/or work experience	1	2	19
b) the assessment of performance on work placements (if applicable)	1	2	20
9 For clarifying the three main progression routes in the national framework of post-16 qualifications and identifying opportunities for progression into HE	1	2	21
10 For:			
a) the diagnostic testing of competence in GNVQ CORE SKILLS	1	2	22

b) assistance in ensuring that students attain correct levels in GNVQ CORE SKILLS	1	2	23
11 For the assessment of achievement:			
a) on residential courses (if applicable)	1	2	24
b) on "taster" sessions of Optional and Additional Units	1	2	25

Section B

The questions in this section refer to Action Planning during the GNVQ Induction Programme:

Action Planning during the Induction Programme:	Yes	No	
1 Are the GNVQ students encouraged to take ownership of:			
a) the process of planning their Actions?	1	2	26
b) the product of their Action Plans?	1	2	27
2 Is the approach to Action Plans standardised across all the GNVQ Vocational Areas in your School/College?	1	2	28
3 Does the same teacher negotiate <u>both</u> the Action Plans <u>and</u> the Records of Achievement of an individual student?	1	2	29
4 Are the individual interviews with GNVQ students (for their Action Plans):			
a) specially time-tabled	1	2	30
b) fitted, informally, within classroom time?	1	2	31

5 What would you say is (on average) the appropriate total amount of interview time necessary for drawing up an Action Plan with a GNVQ student?	(mins)	

Section C

The following questions refer to the management and resourcing of the GNVQ Induction Programme:

	Management and resourcing of the Induction Programme	Yes	No	
1	Is the GNVQ Induction Programme run quite separately from any other School/College Induction Programme?	1	2	32
2	Do the Intermediate Level students and the Advanced Level students work together during Induction?	1	2	33
3	Do you receive strong support from the Senior Management team of your School/College?	1	2	34
	a) Do you negotiate your time-table needs for Induction directly with the Senior Management team?	1	2	35
	b) Is the Senior Management team pro-active in its support?	1	2	36
4	Is the Induction Programme organised into time-tabled, block periods (which enable greater flexibility for tutor contacts, visits and so on)?	1	2	37
5	Is learning on the Induction Programme largely resource-based?	1	2	38
6	Is the Induction programme well resourced with, eg:			
	a) reprographics and IT facilities	1	2	39
	b) open learning materials	1	2	40
	c) "learning to learn" package(s)?	1	2	41

Section D

Clearly, staff development is most important for the launching of new programmes of study. Can we check that in advance of teaching on the GNVQ Induction Programme you have participated in a staff development programme.

Staff Development	Yes	No	
1 Have you been given appropriate training in specific areas (eg in Action Planning)?	1	2	42
2 Have you attended GNVQ briefing sessions (eg in your own School/ College)?	1	2	43
3 Have you received clear explanations of the following:			
a) the assembling of portfolios of evidence	1	2	44
b) the assessment and verification processes	1	2	45
c) the externally set tests	1	2	46
d) the grading criteria?	1	2	47
4 Have you received the necessary support materials from the relevant Awarding Body (or Bodies)?	1	2	48

Section E

Your responses to the items in this section will provide the research team with further insights into your GNVQ Induction Programme.

To what extent does your GNVQ Induction Programme:

	Large extent	Some extent	Not at all	
a) promote self-direction in learning?	1	2	3	49
b) acknowledge students' different needs of pace and direction?	1	2	3	50
c) encourage students to work together to overcome "problems"?	1	2	3	51
d) allow sufficient time for reflection through discussion?	1	2	3	52
e) create as open an atmosphere as possible between GNVQ staff and students?	1	2	3	53

Section F

Please complete the following:

a) Name of the School/College: .....

b) Your name: .....

c) Designation of the Vocational Area for which you are the GNVQ Vocational Area Co-ordinator: .....

d) The total number of hours time-tabled at your School/College for the GNVQ Induction Programme in this Vocational Area (irrespective of how the programme is organised and time-tabled) ..... hrs (approx)

e) When were GNVQs in this School/College offered for the first time in this Vocational Area? .....

Sept 1992	Sept 1993	
1	2	54

Many thanks for your co-operation. Please add below your comments about this questionnaire and return it.

APPENDIX 3

IS1

The interview schedule (for GNVQ academic staff)

[Note: It is necessary for the researcher:

a) to bring along to the School/College GNVQ Centre the questionnaires PS1 and PS2 completed by the School/College

b) to explain the aim of the interview as indicated in the background notes to this schedule

Areas of questioning for the individual interviews

1 The effectiveness of the teaching/learning support materials

1.1 Probe:

a) the source(s) of the teaching/learning materials

b) the effectiveness of the materials for learning about:

i) the purpose of induction
ii) GNVQ principles and processes and ethos
iii) learning to learn
iv) action planning
v) records of achievement
vi) portfolios of evidence
vii) assessment and verification procedures
viii) grading criteria
ix) log books
x) credit accumulation
xi) empowerment of learners
xii) additional units
xiii) the importance of deadlines
xiv) putting together a suitable personal programme for learning
xv) diagnosis of learning needs
xvi) progression

c) the procedures devised internally to assess the effectiveness of the materials for learning

d) how could the materials be made more effective through:

i) their design
ii) their content
iii) the use made of them for teaching/learning
iv) the use of appropriate language (eg a possible reduction of jargon and verbosity)?

2 The ideal of "good practice" for GNVQ induction

2.1 Probe:
whether the respondent has in mind an ideal of what "good practice" is and, if so:

i) what constitutes "good practice" in induction (its aims, design, content, process, outcomes, resourcing, management etc)

ii) what circumstances and other factors militate against implementing the ideal

2.2 Probe further:

a) the adequacy of the available resources

i) staffing (including the staff's previous experience of vocational education, team composition, support staff, staff development)

ii) physical, material and financial resources (eg budget constraints)

iii) for improving knowledge and skills in the core skills

b) the management of the GNVQ Induction Programme

i) staff participation in decisions about the programme and staff control over its delivery

ii) the support of the School/College senior management (and their perceptions of the academic/vocational divide)

iii) the organisation of GNVQ induction (including time allocations and time-tabling)

iv) individual access to tutors and mentors

v) record-keeping

vi) the actual amount of coverage of induction aims and objectives

vii) the introduction to tests, assessments and verification

viii) the introduction to Action Planning

ix) the accreditation of learning achieved through the induction exercise(s)

x) the encouragement of learners to own the planning of their educational experience

xi) the diagnosis of learning needs, especially in relation to the core skills

xii) workshop access and support for individuals

APPENDIX 4

IS2

The schedule for interviews
and other meetings with GNVQ students

[Note: For each interview it is necessary for the researcher to:

a) arrange for the interviewee to bring along to the interview, the records of his/her learning activities during induction and subsequently;

b) explain the aim of the interview to the interviewee;

c) agree with the student and his/her tutor:

i) the amount of interview time available
ii) the location for the interview
iii) the method of recording the interview]

Section 1: Students' Accounts of the Induction Programme

Ask the student for a brief retrospective account of his/her experience of the induction process.

Probe:

a) the impact of induction on the student's understanding of key curriculum concepts and strategies, such as:

i) unit specifications
ii) learning to learn
iii) grading criteria
iv) portfolios of evidence
v) action planning
vi CORE SKILLS
vii) credit accumulation
viii) assessment and verification procedures
ix) additional units
x) mandatory units
xi) optional units

b) the student's views about the effectiveness of the support teaching/learning materials in fostering understanding and whether the effectiveness of the materials could be improved through:

i) their design
ii) their content
iii) their delivery

c) the student's views about the operation of the Induction Programme in practice, for example:

i) the compatibility and variety of teaching/learning methods used (eg resource-based learning and group activities)

ii) the pacing of subject matter and of activities in the Induction Programme

iii) the implementation during Induction of: action planning, records keeping, and learning to learn

iv) the time-tabling of the Programme

v) the amount and balance of time allocated for various topics and activities

vi) the variety of topics, tasks and activities during the Programme

vii) the staffing of the Programme

viii) the individual access to tutors and mentors and the necessary allowance for individual differences

ix) the involvement of students in the evaluation of the Programme

x) the use made of students' feedback during the Programme

xi) motivation

xii) assessment: self-assessment and tutor assessment

Section 2: Students' records

In this section the researcher's questions should centre on the interviewee's records of his/her activities during the Induction Programme:

Consequently, close scrutiny of these records is necessary and the researcher should:

Probe:

a) the actual amount of coverage of the induction aims and objectives (specially what was not covered)

b) the assignments set (specially with regard to any overload)

c) the concrete evidence of:

i) resource-based learning
ii) "learning to learn" activities
iii) action planning
iv) records of achievement
v) negotiated individual and/or group projects
vi) pacing of subject-matter
vii) self-assessment
viii) reflection on learning needs and achievement

APPENDIX 5

THE CASE STUDIES

APPENDIX 5(a)

CASE STUDY 1 (at a school)

A brief account of the Induction Programme for students on a GNVQ Course in Art and Design.

1 Background Information

a) **The interviewees were:**

i) **The School Deputy Principal**

ii) **The GNVQ Manager for Art & Design and Technology**

iii) **Three Students: one male and two female, both at Intermediate level**

2 The Induction Programme

2.1 Duration, organisation and management

The Induction Programme was of one week's duration in the month of June preceding the GCSE results. Induction during that week was generic and served to indicate possibilities available in the curriculum of the subsequent years.

For the induction on the GNVQ course an Induction assignment was set. It involved an investigation of one Element within one of the Mandatory Units. Core Skills were identified within this exercise. The students were given time to begin the assignment during one morning of Induction. He/she was then expected to continue to work on the assignment at home and, at the end of the induction period, s/he was given more time to finish it off.

The correct formal documentation, such as the Activity Front Sheet, was to be used. The Tutor had been briefed on this occasion to help each learner as much as was necessary. Learners were reassured that nobody was going to fail this particular piece of work! The intention was that the learners should relax and enjoy the new style of working.

The assignment consisted of a piece of written work which relied on research and investigation. It was emphasised that it was to be a lengthy piece of work which might include pictures, maps, diagrams as well as a substantial amount of writing. Presentation was important; it is an important part of a Core Skill.

Students were allowed to work in groups but everybody had to keep a record of their individual contributions because part of this write-up would contribute to the assessment.

Students were given a handbook as a resource which the staff had collated. But they were expected to use other resources as well. These could include videos, a visit to a library, visiting people or conducting surveys.

One student considered that this week of generic induction was not enough. Six weeks was considered necessary (with integrated work on the common units, that is, the three Core Skills). This would help learners with an appropriate diagnosis of their learning needs. Familiarity with the language of GNVQ and its structures was considered to be vital. Only experience of learning through them would achieve this. There were no recorded outcomes for individual students from the induction.

The two vocation education tutors had no prior experience of vocational education. Staff development was not yet adequate. The budget was extremely constrained: most of the money was taken up with photocopying! The Art and Design staff had explained orally the new GNVQ way of operating; they had organised especially separate briefings for each GNVQ Unit and for the Research Skills session.

3 Teaching/learning materials for the GNVQ Induction Programme

a) *Records of achievement*

The Cambridgeshire LEA version was used. The learners were familiar with the concept and the practice. They updated the statements about their experience. Their past experience was useful for their National Record of Achievement. The Youth Award Scheme had been piloted at the School. This involved action planning of the challenge and it gave value to the Core Skills within the context and within the three levels of award.

b) *Assessment and verification procedures*

These were referred to within the GNVQ Handbook and the GNVQ Induction Booklet. They had not yet been dealt with at the time of the researcher's visit. There were still some doubts about the required standards in the absence of exemplar materials.

c) *Portfolios of evidence*

All work done went into a plastic wallet including specific induction activities.

d) *Grading criteria*

These were explained to learners in the GNVQ Handbook. A grading exercise was held with the staff four months after the start of the GNVQ course and on the basis of an assignment from a real learner. The ownership of the activity belonged to the learner and not to the tutor. The Action Planning sheets were crucial if the learner wished to excel. The induction assignment was structured by the staff but this amount of support diminished progressively. It was crucial that the tutor had confidence in the GNVQ procedures.

e) *Logbooks*

The official version of the logbooks was not available from CGLI at the beginning of the academic year. The Vocational Area Leader made his own. The Foundation Level Students had obtained the Logbooks for Vocational and Core Skills.

f) *Empowerment of learners*

This had been acknowledged in so far as the individuality of the learners was respected in the Induction Assignment. That was real. The problem of identifying creditable standards for Foundation and Intermediate levels was real. The Core Skills had scope for empowering the learners but only if the latter appreciated and understood what was being offered to them.

g) *Additional Units*

These were regarded as essential for the GNVQ Advanced level students. They were explained in a Booklet. But the priority was the Core Skills Units. One staff member noted that there was a "two tier system" at the School. The "creme de la creme" learners did the GCE 'A' levels. The "also rans", the disaffected, the bored, took the GNVQ Intermediate Level courses. The table of achievements of the School in examinations was well presented in the School Handbook.

h) *The importance of deadlines*

This was included in the School Induction Booklet with an Element Exercise. It was not evident as to who actually set deadlines because the learnars did find it difficult to stick to deadlines. What exactly was the tutor's role, especially if the learner was slow? How did a tutor advise such a learner?

i) *Putting together a suitable personal programme for learning*

The staff were making most of the decisions about the programmes of study. A resource pack would be helpful in this respect because it would involve empowering the learners and respecting their individuality. A pack could stimulate their own awareness of their ambitions and needs.

j) *Diagnosis of learning needs*

This had not been done formally; the needs "emerged"! More diagnostic work was needed in IT and in Numeracy and also broader competence in these areas. The "immersion" technique was used. The Vocational Area Tutors needed to work together with the Core Skills tutors.

h) *Progression*

This was part of the "tracking session" on Fridays. It was mentioned in general terms at the Careers Interview and during the Induction Week Interview. Preparation for progression was needed for students on the GNVQ Intermediate level.

4 In future

<u>Aim</u>

The Induction Programme would aim to be Vocationally specific and to foster a better understanding of the requirements (for example, how the Units operate and what the tests are).

<u>Content</u>

The GNVQ booklets would be made more "child friendly" and learners would be made to feel secure enough to ask questions about what they did not understand.

Outcomes

Check sheets would be included to evaluate the success of individual parts of the Induction Programme. If necessary the learners would be interviewed individually for 15 minutes. The Assessment Sheet in the GNVQ Induction Booklet could be used as a pro-forma to retest the learners. A cognitive understanding of the process and the documentation were vital. A pro-forma providing simple "kid speak" explanations was necessary.

Management

A more sympathetic management of the organisation was necessary; for example, more non-teaching time was needed. Staff training to TDLB standards Units D32 and D33 would be valued.

There was a need for an effective induction for the GNVQ tutors themselves.

APPENDIX 5(b)

CASE STUDY 2 (at a school)

A brief account of the Induction Programme for students on a GNVQ Course in Business

1 Background information:

The Interviewees were:

i) the GNVQ School Co-ordinator

ii) the GNVQ Advanced Level Business Tutor

iii) the GNVQ Intermediate Level Business Tutor

iv) three students (two males, one female; two at Intermediate Level; one at Advanced Level)

This inner city School had piloted respectively:

a) the TVEI
b) the BTEC National Diploma in Business and Finance
c) an Access Course for Adults

The only Vocational Area in which GNVQs were offered at the School was Business (at Intermediate and Advanced Levels). Indeed, the School was one of the Pilot Schools for this Vocational Area.

The School has a 95 per cent success rate overall in terms of progression to Higher Education (that is, over all the alternative programmes leading to Higher Education).

Being a "small provider" of vocational courses the School did not give much choice to the GNVQ students in terms of the number of Optional Units and Additional Units offered. On the other hand, considerable emphasis was put on CORE SKILLS and, in particular, on Communication because many different languages were represented in the School.

2 The Induction Programme

Below is a brief account of the findings for the Induction Programme at:

A Advanced Level

B Intermediate Level

A. The Induction Programme at Advanced Level

A 2.1 Duration

All potential candidates for the VIth Form were interviewed individually during Year Eleven. The interviews were quite rigorous and spread over several weeks. Then last July (in Year Eleven) there was a "Progression Week" during which there were group activities and "icebreakers" and students got to know each other. The Induction Programme, as such, was of 6 weeks' duration in the following September. This block period of six weeks focussed on an Induction Assignment.

A 2.2 Organisation and Management

A 2.2.1 Organisation

The academic year 1992/93 was the first year that there was an Induction Programme for the "VI Form" students; there was a need for it because of the difficulties of the GNVQ Programme for students. An Induction Assignment was produced to get students to become familiar with the "nuts and bolts" of GNVQ and to get them used to "the system" and learn how to handle the GNVQ approach within their Units of study.

Having offered BTEC Programmes for the previous six years at the school, it was realised that the GNVQ programme was totally different; and Induction was seen as a means of enlightening students on how the GNVQ programme works. For example, on the BTEC Programme, if one had covered the general criteria, the assignment was marked and graded individually as A, B, C and that was final. The GNVQ Programme, on the other hand, is not marked on an assignment basis but is based on a 2nd Year Portfolio of work; the point of the Induction Programme was, therefore, to get students used to the system.

The Induction Assignment covered the whole of the 6 weeks' block period of the Induction Programme; thus there were:

a) 2 weeks during which students were taught how to approach the assignment;

b) 2 weeks of "independent learning";

c) 2 weeks during which the GNVQ staff looked closely at what the students had produced.

The Induction assignment was also the vehicle for integrating Induction into the Units of study.

The GCE "A" level students and the GNVQ Advanced students did not have a common Induction Programme; however, there was in Year II (in July) a General Induction Programme for all candidates for the VIth Form (ie for pupils in Year Eleven who were preparing for the VIth Form and who had been interviewed for that purpose). The only time that both groups were together was on residentials in Year Eleven, in June (for a weekend at a leisure centre) and for some PSHE sessions. However, even then the groups were split off during the weekend. The academic group tended to do their "revision"; the Vocational group did various exercises in, for example, Management Skills. In addition, there were separate weekends for the GNVQ group. These were partly paid for from TVEI funds. There could well be a case for bringing the two groups together and the Head of the VIth Form was in charge of both the Academic course and the Vocational course.

The Induction process led to "all sorts of things"; for example, it was about working in a group and about this "strange animal" called GNVQ. The benefits of spending time on Induction were enormous; to quote one interviewee: "one reaps rewards throughout the rest of the two years". Students' anxiety was reduced and they become more familiar with what they were going to be dealing with in the next two years.

Induction is "an on-going process". The Induction programme was not the end of Induction! As the course developed one always got new situations which needed negotiating and querying; but once the Induction was done, things were much

better including staff/student relationships. However, the point of the Induction at the beginning of the GNVQ programme in September was that afterwards the quality of the student learning was better because students wanted to know "if they were doing it right".

A 2.2.2 Resources

The provision for IT was "absolutely magic" at the School - "quite phenomenal"!

Having a base room (an "identifiable place") for the GNVQ students was thought to be "extremely important"; the benefits were said to be "immeasurable".

A 2.2.3 The Support of Senior Management

There was "a terrific support" for Vocational courses in the School. The two Deputy Heads were members of the GNVQ Advanced Level team.

A 3 The Teaching/Learning Materials for the GNVQ Induction Programmes for Advanced Level students.

A 3.1 The development of the teaching and learning materials.

Most of the sources used for teaching/learning were created in-house; other materials, such as the Open Learning materials of the National Extension College, dealt with basic learning/study skills and were brought in. These Open Learning materials were bought and were also used for the Access Courses offered at the School; they were said to be (a) transferable across a range of programmes; (b) useful because they were not Content-based but Skills-based.

One interviewee argued that one of the first steps in Induction had "nothing to do with learning skills" but had to do with enhancing students' confidence: "learning came afterwards". The learning skills referred to here were those associated with, for example:

a) comprehension
b) note-taking
c) essay writing

d) description

e) analysis (higher levels of analysis)

f) referencing and compiling bibliographies.

The interviewee had observed that students who followed an Access Course or a Vocational course in the School had a wider range of skills than the GCE 'A' Level students, in terms of presentational skills and of working in groups. This factor helped them in their progression to Higher Education. Such progression was seen as a priority because of the type of "clients" that the students were, that is, students with a relatively poor record of achievement in school subjects. To quote the interviewee:

> *"We want to drive them on. We are talking about empowering these kids. We don't want to spend all that time and then see them fall over the edge. We want to get them on further and further. It is part of the general ethos of the School".*

A 3.2 The Materials

3.2.1 The "Learning to learn" materials

For one respondent, "Learning to learn" started off with an assessment of Prior Learning; that is, as indicated above, potential candidates for the VIth Form were tested before they joined the GNVQ Programmes on offer. However, once the students were on the GNVQ Programmes, "learning to learn" was basically "down to Study Skills" and learners were provided with "a lot of teaching/learning materials".

"Learning to learn" was an integral part of the course in terms of developing skills in connection with:

a) CORE English (because, as already indicated, for many students English was not their first language);

b) CORE Mathematics (because of progression to Higher Education).

There were two "twilight classes" each week: one in English and the other in Mathematics, each of two hours duration. Also English workshops were held on Monday afternoons and were time-tabled concurrently with PE.

It was also stressed that the main point about Induction was that it was not "simply learning"; it had to do with acquiring a whole range of knowledge and skills such as (a) the knowledge of "what it is to act in a business-like way" and (b) the protocol of working in groups. This was an area of life where, apparently, GNVQ students were "superior" to GCE A Level students. Indeed, a GCE A Level student was said to be "a very vulnerable beast" in this area!

A 3.2.1.1 Action Planning

From the first day, the students were encouraged to work in terms of setting objectives. For each Unit and each assignment there was an Action Planning Sheet which had to do with (a) the assignment as such and (b) the students' personal development. In this connection there was a 50 minutes session for the whole school. In addition, every Tuesday morning 1 hour 40 minutes were devoted to Personal Development for students in the VIth Form. The GNVQ Advanced group spent their time talking about setting objectives (particularly in the second year when staff talked about progression to Higher Education).

A 3.2.2 Assessment and Verification Procedures

Verification was an "end of year thing" and, therefore, not much was said about it during Induction.

As far as assessments were concerned, these were explained to students during Induction and subsequently "until they were blue in the face"! For each assignment they got an assessment but it was only at the end of the two years of their programmes of study that an overall assessment was done on their portfolios of work.

Importantly and as indicated earlier, for each "teaching cycle" of 7 weeks, two of these weeks focussed on assessments on a one-to-one basis and the students had to provide the necessary evidence, together with their Action Plans. According to one respondent, the GNVQ students liked this approach because they realised that it was what they did "over and above" the demands of their assignments that got them a Merit Grade or a Distinction grade.

The Induction period helped the students to understand the assessment process; as the GNVQ Co-ordinator put it: "we talk them through all the nuts and bolts of the assessment process". However, it was acknowledged that the Induction Programme was not effective in explaining the "grading criteria".

A 3.2.3 Credit Accumulation

This was "not a strong feature" of the Induction Programme. It tended to become a feature at the end rather than at the beginning of the programme of studies.

A 3.2.4 Additional Units

As explained in Section 1 above, as a "small provider", the School could offer only a few Additional Units. However, as one respondent remarked, "we don't actually 'walk in' one morning and say these are the Additional Units". As a matter of fact, the School did not differentiate between the Additional Units and the other Units because the former "became an issue" once the students realised that these were not an essential part of their programme of studies. Also, more time was now spent on the CORE SKILLS.

A 3.3 In-house Evaluation of the Induction Programme

"All sorts of people" had looked at the teaching-learning materials for the GNVQ Programme offered at the School (including the materials for Induction) and they had been very "positive" about the Programme. Some self-evaluation had also taken place. Indeed, after the first week of the Induction Programme, the students were questioned about the programme and some feedback was obtained. Later, in February, there was more feedback when each student's progress was monitored. However, the School was still developing teaching-learning materials for GNVQ Induction. As indicated above it was only last year, for the first time, that there had been a formal Induction Programme.

A 4 In Future

The GNVQ tutor interviewed felt that to make the Induction Programme more effective would not be anything to do with the teaching-learning materials; "it would be more to do with the team members". It was a matter of:

a) Staff time (that is, of changing GNVQ staff time-tables).

At present, the GNVQ team was "all over the place"; they had responsibilities elsewhere in the School. The hope was that in future staff time-tables would be more

focussed on what GNVQ staff were actually doing (that is, teaching GNVQ students). However as one of the Deputy Heads of the school remarked, this is the reality of offering GNVQs in a school of 800, with 130 Sixth Formers.

b) Staff Development

c) Targeting specific curriculum areas such as "Statistics in Business" and "Business within Europe".

d) Providing more opportunities to students to develop their CORE Skills. This would be instead of spending a lot of time on Additional Units which "the people in Higher Education tell us we need not do". This particular suggestion is being implemented in the academic year 1994/5.

B. The Induction Programme at Intermediate Level

B 2.1 Duration

The Induction Programme was of 7 weeks' duration (the same as for the GNVQ Advanced Level). It started with a "Progression Week". The GNVQ programme, piloted in the previous year, had shown that one or two weeks of Induction were not enough. The present allocation of time for Induction was "ideal".

B 2.2 Organisation and Management

B 2.2.1 Organisation

The organisation of the Induction Programme was as explained above (in Section A 2.2.1); that is, there was an introduction to GNVQs in Year II, in July, but the Induction Programme, as such, started in September. The Programme started with various activities including an "icebreaker" session and a "mini-assignment" in order to get across key concepts like "Action Planning".

Later, three weeks into the Induction Programme, an Induction Assignment proper was set. For this assignment, students had to conduct a survey of shopping trends in the local community. They designed a questionnaire and interviewed shopkeepers in the High Street. The questionnaire was vetted by the GNVQ staff. The students' findings were displayed graphically and tables of frequency distributions were drawn using appropriate computer software.

B 2.2.2 Resources

As indicated in Section A 2.2.2, the GNVQ Intermediate Level students were fortunate in having a large, appropriately equipped base room (adjoining a classroom in the Business Studies area of the School).

B 3 The Teaching/Learning Materials for the GNVQ Induction Programmes for

B 3.1 The development of the teaching and learning materials

The need for a better Induction Programme for the Intermediate Level students was identified at the end of the GNVQ Pilot scheme in July 1993. For example, it was realised that:

a) the GNVQ jargon had to be explained not only to the GNVQ students but also to the GNVQ staff;

b) the students needed to be given notes on, for example:

i) what BTEC was
ii) what GNVQ represented
iii) what the GNVQ Intermediate level meant
iv) how GNVQ fitted in with GCSE

And, indeed, one of the students interviewed confirmed that "lots of sheets" were given but added that he "put them away and forgot about them"!

c) the teaching-learning material entitled "things done at weekends" was a suitable "icebreaker". It instilled ideas of:

i) teamwork
ii) leadership
iii) getting to know each other, and
iv) having to work with "all manner of people" in a professional way.

B 3.2 The Materials

B 3.2.1 <u>The "Learning to Learn" materials</u>

The evidence from the interview data was that "learning to learn" was taken to mean learning:

a) how to work in groups;
b) how to find sources of information;
c) how to identify one's weaknesses (such as not getting on with the group);
d) about assessment procedures;

e) about Communication (eg about writing letters, developing questionnaires and finding out meanings of words).

However, the students interviewed could not remember having come across the phrase "learning to learn". To quote them:

"We have not done this"
"I'm not really familiar with this term"

The Open Learning materials of the National Extension College were not used with the Intermediate level students.

B 3.2.2. Assessment and Verification Procedures

No teaching-learning materials had been developed for explaining the term "verification" and the students interviewed did not understand it.

B 3.2.2.1 Grading Criteria

All students were given a photocopy of the Grading Criteria and these were explained to them. However, when the students were questioned, their understanding of the term seemed limited.

B 3.2.3 Credit Accumulation

The term "credit accumulation" was not understood and to quote one student "we've not really been told about this".

The tutor said that the students knew that they could, if they wanted, take longer to complete the Units of study. They also knew that they could take Additional Units. Interestingly, after having left school and gone to an FE College, some had returned and continued to accumulate their credits.

B 3.3 In-house Evaluation of the Induction Programme

There had been no systematic formal evaluation of the Induction Programme, but individually, the students had been asked for their views (about the Programme) after the results of their Induction Assignment (the High Street Survey). The Induction Programme had succeeded in getting the students "adjusted to the pace of the course" by setting specific targets and deadlines.

B4 In Future

The GNVQ tutor interviewed was "quite happy" about the Induction Assignment. However, she made a number of suggestions for improving the delivery of the Induction programme in future. These were as follows:

a) the requirements for the Induction Assignment should be specified in more details (for example, and to quote the tutor, "we don't want so many graphs");

b) the GNVQ staff should be "taken off the time-table" during Induction so that they had no other teaching commitments during that period;

c) more time should be spent on Action Planning during Induction;

d) more funds should be allocated to the Induction Programme because it was "an expensive course to run"; for example:

   i) the CORE SKILLS booklet and the elements for the Units had to be duplicated and copies given to each student;

   ii) there was a lot of "displayed work" on that course and such work required purchasing the necessary materials;

   iii) a lot of time was spent in staff meetings in order to co-ordinate various activities and that implied high "replacement costs" for staff;

   iv) the training of staff to TDLB standards costs "a lot".

For his part one of the Deputy Heads would put more emphasis on the GNVQ assessment

process, especially on the value of an interim feedback to students in order to:

i) review progress;

ii) see how well things were done and what might be needed to bring work up to a satisfactory level and above.

APPENDIX 5(c)

CASE STUDY 3 (at a school)

A brief account of the Induction programme for students on a GNVQ Course in Science

1 Background information

The school is a split-site, 11-18 comprehensive school in a small market town. Until 1991 the school had a very traditional Sixth Form curriculum and no experience of vocational qualifications. The GNVQ Centre co-ordinator was also the GNVQ Science Co-ordinator. He felt that GNVQs would be appropriate to fill the perceived gap in the educational provision for post-16 students. The school was involved in the Employment Department's project "A Year in GNVQ - the School Perspective" and in a TVEI regional project for schools to share experiences of GNVQ programmes.

The School felt that the combination of GNVQs, GCE 'A' levels and GCSE resits would increase the number of students opting to stay on in the Sixth Form and so enhance the school's reputation. Students enter the Sixth Form either from the Lower School, or from other 11-16 feeder schools. The school is in competition with the regional Technical Colleges for the latter students.

The interviewees were:

a) The GNVQ Science Co-ordinator

b) Five GNVQ Science students (three at Advanced level and two at Intermediate level)

2 The Induction Programme

A separate induction was run for GNVQ Science students, both at Intermediate and Advanced levels. Each level has a mix of students who were already at the school and of those from feeder schools.

2.1 Duration

The initial Induction Programme took place during the usual timetabled sessions over a three week period. It was not possible to devote the whole of each day to induction because most students were following other programmes as well, such as GCSE resits, more GCSEs and/or GCE 'A' levels.

Intermediate students spend six hours per week timetabled on the science programme, with a further two hours 20 minutes designated study time in the Library/Learning Centre. Advanced students spend a similar amount of time over two years, with an extra two hours 20 minutes per week with the school industry liaison officer, who helps with Core Skills' development as well as with industrial placements. Tutorial time is arranged fairly informally, with the tutor's office doubling up as the Careers Resource Centre.

2.2 Organisation and Management

2.2.1 Organisation

Staff see GNVQ induction as an ongoing process, which extends well beyond the first three weeks. They were very concerned not to overload students with information in the first few days, and also felt that there was a need to "get started on some science". Students were given an overview of the programme, and then introduced to an introductory assignment written in GNVQ language and format. During the assignment briefing, the GNVQ structure and terminology were explained on a "need to know" basis.

2.2.2 Resources

There was a Library and Resource Centre. Also there was an open access for students to computers, including an Archimedes for word processing. CD ROMs were also available. Dictaphones were used extensively as students were encouraged to produce alternatives to written evidence for their portfolios (if appropriate). The school's involvement in the piloting of GNVQ courses did attract extra funding for resources.

2.2.3 Support of senior management

The senior management gave strong support to the GNVQ programme. It was felt that "total support within financial constraints" had been given. Extra class contact time had been awarded when it was shown to be necessary.

2.2.4 Staff development

Some time was given for staff development. The impression was given that it was fairly small. Staff Development took the form of informal discussions about GNVQ generally, but concentrated on the integration of Core Skills into the planned assignments in order to check that all Core Skills would be assessed at least once.

The term "blind leading the blind" was used to describe this in-house staff development!

3 The teaching/learning materials for the GNVQ induction programme

3.1 The development of teaching and learning materials

These were developed by the science staff, led by the GNVQ Centre and Science Co-ordinators.

3.2 The materials : **the GNVQ induction assignment**
the GNVQ student guide

The Induction consisted in an evaluation of a consumer product involving kitchen rolls. The assignment brief was used to introduce the concept of Action Planning and to explain how Core Skills could be claimed during the carrying out of the assignment. Core Skills specifications were made available to students at this point.

Part of the Action Plan involved looking at a sheet, which showed the assignment written in the GNVQ format. Students were given support in coming to terms with the new terminology. In order for the tutors to introduce fully and check students' understanding, the assignment took 2 x 35 minute lessons.

During the execution of the assignment, students were permitted to work in small groups to support one another, share ideas and identify the developing Core Skills. This was made possible as no formal assessment was taking place and staff could provide as much help as was necessary.

At the end of the three week period, with the assignment completed, students were given a GNVQ student guide written in straightforward language. Most of the information provided had already been acquired by the students during the induction assignment, with the exception of assessment procedures, which were explained separately. The students kept the guide and used it for reference purposes.

3.2.1 'Learning to learn'

As described in 3.2 above the induction process introduced the concept of Action Planning, and the 'GNVQ way' of working on assignments. The "learning to learn" process, however, was viewed as one that took place over the whole programme, rather than being confined to a specific induction period.

3.2.2 Assessment, verification and grading

The assessment of assignments was dealt with during the initial induction phase, but matters such as grading and verification were not dealt with at this stage. The GNVQ Science Co-ordinator explained that at the time of the researcher's visit the GNVQ staff were "just beginning" to talk about grading. However, the students said that they were already aware of how grading took place within the programme.

3.2.3 Credit accumulation

This term was not in general use.

3.2.4 Additional units

Most were subjects for GCE 'A' levels, GCSEs or repeat GCSEs

3.2.5 GNVQ jargon

Students found the GNVQ student guide straightforward and easy to understand. They were struggling with the language of the GNVQ unit specifications and asked why these could not have been written more simply. However, they found that the practice Induction Assignment helped them to "get to grips" with the structure of the units and to understand the terminology.

3.2.6 Students' responsibility for their own learning

When asked how they felt about the GNVQ course and how it differed from a GCSE or GCE 'A' level course, none of the students identified the need to take responsibility for their own learning as the main factor; most felt that the greater amount of practical work was the most important. This was expressed by one student as "doing things, rather than hearing about them". The concept of responsibility for one's own learning was being introduced gradually, beginning with the induction assignment.

3.3 Evaluation of the initial induction process

Staff were very pleased by how well the three week induction programme worked. Students were given an extensive debriefing and were found to be very comfortable with the interesting and manageable task that they were given. Probably because they were concentrating on a specific activity, they were able to absorb the new terminology in a fairly painless way.

The student guide was also found to be very helpful to students. As author of the guide, the GNVQ Science Co-ordinator had found that it enabled him to develop a thorough understanding of the GNVQ process as well.

APPENDIX 5(d)

CASE STUDY 4 (at a College)
A brief account of the Induction Programme
for students on a GNVQ Course in the Built Environment

1 Background information:

The interviewees were:

i) The Head of Department

ii) Two GNVQ staff

iii) Two students (one male, one female) at Advanced level; eight students (seven male, one female) at Intermediate level.

2 The Induction Programme

2.1 Duration

The Induction Programme ranged across a period of six weeks during which the following were covered:

i) The diagnosis of students' needs in relation to their achievements in the CORE SKILLS

ii) Students' sampling of a range of programmes (with the possible result of their transferring across programmes)

iii) A "traditional" style Induction Programme which related to College services and procedures.

iv) An introduction to the philosophy of GNVQ and the GNVQ programme's "Special nature".

2.2 Organisation and Management

2.2.1 Organisation

Some mixing of Intermediate and Advanced levels students took place during the Induction Programme.

Time-tabling was difficult, due to the involvement of staff from the other College Centres in the Induction Programme.

There had been a number of identified "problems" in relation to the organisation of the programme. These would be reviewed. Modifications to the Induction Programme would be made in the light of experience.

Some early organisation meetings had been poorly attended by staff. Measures would be taken to avoid this in future.

Staff development had taken place on a College-wide basis.

The fact that the College is organised across a number of Centres presented some problems in relation to communication and sharing of ideas and resources.

2.2.2 Resources

The College staff were experienced educators with broad qualifications. They had a history of involvement in BTEC programmes and in higher studies in the Built Environment. GNVQs were but a small portion of the College's impressive and diverse portfolio of courses.

The Department of Construction had approximately 860 FTEs and was the largest Department in the College. Resources appeared to be good.

3 Teaching/Learning Materials for Induction

However, the development of materials was very likely. The College policy in relation to induction was evolving on a college-wide basis. Specialist materials were also planned as desirable.

Little formal design of teaching/learning materials had taken place; the Department was involved in the pilot programme for this Vocational Area from September 1993.

Time had "not been on the College's side" prior to the introduction of the pilot programme. The policy of the awarding body and the procedures were in a state of flux. Definite planning was very difficult. The format of GNVQ programmes was likely to change in the light of the experience gained in the pilot programmes.

4 The Students

The students had a good understanding of the keywords and the main concepts underpinning GNVQs, including:

a) Records of Achievement
b) Action Planning and Flexible Learning
c) Grading - criteria and systems
d) The Core Skills requirements
e) Mandatory/Optional/Additional Units
f) Progression arrangements
g) Assessment procedures

A number of adults had enrolled on the Advanced level programme.

Several students reported having had some involvement with Records of Achievement or with student-centred learning during the period of compulsory schooling, prior to enrolling on the GNVQ programme.

Most of the students interviewed had clear ideas and plans for their future progression. The Intermediate level students had set their sights on the Advanced level, whilst the Advanced level students were aware of the potential for progression to Higher Education.

5 Evaluation of the Induction Programme

The staff had engaged themselves in an evaluation of the Induction Programme and felt that some changes were inevitable.

The Senior Manager interviewed was also of the opinion that some change would be necessary in the light of changing philosophy and procedures associated with GNVQ programmes in general and also as a result of the College Department's review of their "first attempts".

6 In Future

a) A college-wide policy on GNVQs was envisaged and was, in fact, at an early stage of development.

b) Material dedicated to the Built Environment was likely to be added by September 1994.

APPENDIX 5(e)

CASE STUDY 5 (at a College)

A brief account of the Induction for students on a GNVQ course in Business

1 Background Information:

a) The interviewees were:

i) The GNVQ Co-ordinator for the Foundation and Intermediate levels.

ii) The GNVQ Co-ordinator for the Advanced level.

iii) A key member of staff who teaches on GNVQ Business Programmes.

iv) Six students (five females, one male; all at Intermediate level)

b) Informal discussions also took place with the College GNVQ Co-ordinator, with one other GNVQ teacher, and with the staff who were managing the learning resource centres.

2 The Induction Programme

Induction for the Foundation and Intermediate levels was undertaken on the basis of a joint programme; the induction of Advanced Level Business students was undertaken on a separate "exclusive" basis. Apart from the GNVQ Co-ordinator for the Advanced Level Business course, all the other staff and students interviewed were associated with the Joint Foundation/Intermediate Induction Programme. This account therefore relates to that Induction Programme unless otherwise indicated.

2.1 Duration

The length of the Joint Induction Programme was two weeks (but only one week for the Advanced Level students). The students interviewed generally felt that two weeks was too long and several expressed the feeling that they had wanted to "get on" with the actual course. This feeling had also been expressed by some staff.

The fact that learning activities relating to the programme were actually undertaken within the Induction Period and that therefore, in effect, students were "getting on" with their course did not appear to have been fully appreciated.

Some information about GNVQ Courses of an induction-related nature (for example, detailed action planning and grading criteria) had, in practice, been covered in tutorials and in other sessions subsequent to the formal induction period. This was so in order to avoid "information overload").

2.2 Organisation and Management

The two-week induction period had been carefully planned; it incorporated "ice-breaking" activities and a general introduction to the college and its facilities, as well as elements focussing specifically on the structure, content and philosophy of GNVQ courses.

The Induction Programme had not incorporated any expressly diagnostic testing of the students. In fact, the students had been pre-categorised as either Foundation or Intermediate, on the basis of their previous records of achievement and GCE results.

The staff who taught on the Induction Programme were given teachers' packages/guidance notes which had been prepared primarily by the Foundation/Intermediate Co-ordinator for GNVQ Business Courses. These notes thus ensured a relatively uniform approach to the induction process using identical teaching-learning materials.

The College appeared to be relatively well resourced; it had good library facilities which were being further developed by the provision of a "local resource" in the basement of the building (which was primarily used by Business students). This resource would include "drop-in" IT facilities. Learning Centres for Communication and for Numeracy had been established and introductions to these were an integral part of the induction process.

The students interviewed were generally positive about their induction experience; they felt that it had helped them to make a comfortable transition into their new environment.

3 The Teaching/Learning Materials for the GNVQ Induction Programmes

Teaching-learning materials had been developed from those originally used during the piloting of GNVQs in Business at the College. These included a Student Handbook, as well as various Recording materials (both paper and computer software based).

The design of the materials in use were of a high quality, with attractive layout and presentation as well as effective content. This was appreciated by the students interviewed, all of whom had found the materials useful. The College had a measure of success in directly marketing its materials to other institutions and, as a consequence of this, it was not interested in selling materials to the researcher (with the attendant loss of copyright). However, some specific materials were developed in association with this research project.

4 "Good Practice"

The term "good practice" is notoriously difficult to define in any context. Views on the meaning of this term in relation to GNVQ induction were offered by a number of persons at the College and included the following:

- "Induction should be concerned with information giving and information gathering. It should look at the course, convey the essence of the course, give confidence, and inspire students to get on with it".

- "From my point of view "good practice" is whatever the student thinks has worked".

- "We 'drip fed' it. To be honest GNVQ is like a process and you can't understand a process until you've been through it".

- "It's very important that students quickly think they have really started. They can regard induction as a waste of time".

- "Good induction makes students feel welcome in the institution, I think that is the most important thing. They need to know what they are doing, where they are going and why they are here".

5 In general

The overall impression was of a well-planned and effectively managed Induction Programme. Some general points which emerged subsequent to interviews with staff and students were as follows:

a) Students liked to have details regarding "the course itself" (that is, its structure, content, method and so on).

b) The "ice-breaking" activities were greatly appreciated (" ... they brought a lot of people out ... it was good ...")

c) The specific needs of overseas students could be more directly addressed.

d) Students appreciated guidance on the process of Action Planning.

e) Students appreciated tutors' time spent on explaining the Core Skills.

f) There was a suggestion that the experience of students who had previously completed their GNVQ Courses might be beneficially utilised within the induction process.

There was, in effect, a contradiction in that students on the one hand, generally agreed that the two-week induction period had been too long. On the other hand, they suggested that more time might have been spent on a number of particular aspects of induction. It seems that there is possibly a key perceptual issue in that students need to feel that they are doing the actual course very early on. This may mean that careful attention needs to be paid to:

1 what is actually defined as Induction (and presented within a formal, initial induction phase), and

2 what Induction activities are delivered on a "drip-feed" basis during the "course proper"?

APPENDIX 5(f)

CASE STUDY 6 (at a College)

A brief account of the Induction Programme for students on a GNVQ course in Health and Social Studies

1 Background Information

The interviewees:

i) The GNVQ Co-ordinator

ii) A key member of staff who teaches on GNVQ Programmes

iii) Three students, all female

2 The Induction Programme

2.1 ***Duration***

The induction programme was of two weeks' duration and was intended to be an orientation into the GNVQ experience. The programme included diagnostic testing and team building exercises and games. Both staff and students were of the view that a period of two weeks was about the right length for the induction programme. All the students who were admitted to the induction programme subsequently enrolled for the GNVQ programme.

2.2 ***Organisation and Management***

The sixteen students on the programme formed one group which appeared to be cohesive and well motivated. Two members of staff were responsible for the organisation of the programme and for much of the teaching of the programme. There were appropriate internal and external inputs. In addition, everyone concerned seemed happy with the arrangement of the timetable.

2.3 *Resources*

The resources were excellent. The college is of modern design incorporating a great deal of glass. The library, the educational technology centre and the information technology resources were excellent and there was evidence that they were being well used.

2.4 *The Support and Senior Management*

The Senior Management were supportive of the GNVQ programmes. In particular, the Head of Department concerned took a close interest in the programme and was supportive towards the staff in terms of staff development and the provision of resources.

2.5 *Staff Development*

A good deal of preparatory work had been done for the introduction of GNVQs. It was evident that there was a healthy dialogue taking place at both formal and informal levels concerning the issue of GNVQs. Publicity materials concerning study days and conferences were evident and members of the team took it in turns to attend appropriate events and then to "cascade" this information to colleagues.

3 Teaching/Learning Materials for the GNVQ Induction Programme

Sometimes induction is concerned with an orientation to the geography of the institution and introductions to the key persons within it. This is a necessary but not a sufficient condition for GNVQ inductions. For many students entering GNVQ programmes an adjustment is needed and the principal adjustment concerns coming to terms with new ways of "learning to learn". An important issue is the diagnosis of the level of CORE SKILLS as a basis for deciding the level of entry to the GNVQ programme.

The teaching/learning materials which were developed included:

- A "warm-up" exercise
- A "working with numbers" test
- An overview of the programme
- Core Skills criteria
- A workplace activities booklet
- A placement visit report form
- A contract of understanding
- The log book
- Diary - personal record
- Assessment plan

- The Appeals procedure
- Annual Programme Report - a review checklist
- A Team Building exercise

The issue of the empowerment of students came up in several contexts. The staff believed they were empowering the students and thus giving them control over their own learning. Yet the staff defended the idea of deadlines (for the submission of work) which were determined by them. The students felt they had more control over their learning than was previously the case; but they did not perceive themselves to be empowered to the extent that the staff believed.

3.1 *Assessment and Verification Procedure*

Information relating to assessment and verification procedures was clearly set out including the internal verification process. The students were generally happy with the arrangement though one commented on the complexity of the language used and another claimed not to have fully understood self-assessment. The grading criteria were clearly set out though in a BTEC document.

3.2 *Credit Accumulation*

There was some haziness about the issue of credit accumulation. The staff interviewed sought clarification about what it meant and it did not seem to mean anything to the students.

3.3 *Additional Units*

These were well understood by the staff and by two of the three students interviewed.

3.4 *GNVQ Jargon*

"The BTEC language", the words used by the students, was seen as a barrier to understanding. All students admitted to struggling with this and pleaded with the researcher to do something about it!

3.5 *Students' Responsibility for their Own Learning*

The work "acclimatisation" was used by a staff member to characterise one of the purposes of the induction programme. It was to break loose from previous approaches to learning and to adapt to new methods of learning. Three related issues kept cropping up and these were negotiation, empowerment and responsibility for one's own learning. The students were unanimous that the staff were very helpful in all respects and they spoke highly of them. The materials provided were generally perceived as helpful by the students, with the exception of the nature of the language in some.

3.6 *In-house Evaluation of the Induction Programme*

So far the evaluation had been on an informal basis. With sixteen students and two staff, that approach seemed appropriate. The students were positive about the induction programme. They thought the length (two weeks) was about right. The materials were helpful. The feedback on work was helpful. The communication between staff and students was excellent. So the balance was about right. The team building exercises were described as brilliant. All the students said that the induction experience had increased their motivation to learn. The only negative point was the overly complex language. One student put it more succinctly when she said "too many big words were used".

4 In Future

The following suggestions for the improvement of the Induction Programme emerged:

a) The issue of empowerment should be reconsidered

b) The diagnosis of learning should be refined

c) There should be better support in the development of literacy and numeracy skills for those needing it

d) The GNVQ documentation should be refined (some of it was described as "rough")

e) The language used in the documents should be more reader-friendly

f) The sense of ownership for the programme (felt by the students) should be increased

g) More help should be given with Action Planning

h) More help should be given with self-assessment

APPENDIX 5(g)

CASE STUDY 7 (at a College)

A brief account of the Induction Programme for students on a GNVQ Course in Hospitality and Catering

1 Background information:

The interviewees were:

i) The College Assistant Principal

ii) The Head of Hotel & Catering section

iii) The College Staff Development Officer

iv) The GNVQ Team Leader for Hospitality & Catering

v) The seven tutorial staff members of the GNVQ team

vi) Four learners (two males and two females; all at the Intermediate level)

2 The Induction Programme

2.1 Duration

The induction programme was of three days' duration (in September) because:

i) The College Quality Standards defined what should be included in the Induction Framework. BTEC procedures demanded Quality Standards.

ii) This was a general College induction for all students. Specific induction for GNVQ Hospitality and Catering students was on-going (together with orientation).

iii) Induction for GNVQ students led to Action Planning and to Initial Reviewing (Counselling Issues were built into this period).

iv) The first month of the course was spent in getting "square pegs into square holes". The drop-out rate was low. The College takes into account that different students mature at different rates.

v) The Review periods in GNVQ occurred at Christmas and in the Summer.

vi) Progession occurred through access to appropriate courses. (The College runs some higher level courses on a franchise basis from a neighbouring university).

vii) There were "hands-on experiences" in Induction whenever possible.

viii) The generic experience in induction was based on the Core Skills.

2.2 Organisation and Management

2.2.1 *Organisation*

The staff worked as a team. The management of the College had been extremely supportive and trusting so long as constraints had been respected. Individual tutorials had provided "open-minded guidance" on the courses available and were supportive. SWOT analysis had been undertaken. "Drip-feeding" had characterised the gradual induction process. This had been facilitated by evening staff meetings.

The introduction to Action Planning was done by means of individual Assignments within Group Activities. Accreditation of learning was not achieved through the induction exercises. The diagnosis of learning needs was not achieved through using the ALBSU tests as these were considered inappropriate. Tests were devised by the GNVQ staff themselves. The Core Skills would be further emphasised this coming year. Encouragement of learner's OWNERSHIP of their plans for their experience had started. It had proved difficult to find time for ACCESS to workshops which is convenient for each learner. A "mini-induction" to each resource area had taken place in September (eg through a library assignment). This matter is under review.

The second year students were each allocated to three new entrants to act as Mentors to individuals. They were available to help with any queries or problems and to serve as advocates for the newcomers if necessary.

2.2.2 *Staffing*

There were no problems here. All the GNVQ staff were vocationally competent and fully trained. The necessary preparations for obtaining the appropriate qualifications from TDLB to become assessors and/or verifiers were proceeding. All the staff were very committed. Nor was there a problem regarding physical, material or financial resources. A Learning Resources Centre was "on stream"; it will be for the use of GNVQ/NVQ students.

The Staff Development Officer is an active facilitator and enabler who helped to create a suitable, substantial, varied programme of attendance at day courses, away days, workshops and reviews. He is an integral member of the GNVQ staff team. He was very open and creative.

3 The teaching-learning materials

3.1 Source

The materials were:

a) cross-college (and were adapted)

b) self-generated.

3.2 The effectiveness of GNVQ for learning about the following:

a) <u>The purpose of induction</u>

i) the "ice-breakers" were very effective.

ii) the fact-finding exercise was valuable partly because it was practical and not theoretical or abstract.

b) The GNVQ principles, processes and ethos

More specific and focussed materials would be developed for this purpose.

c) Learning to Learn

More material was needed for this. A SWOT Analysis was done. All learners were introduced to the 4 Learning Centres (Numeracy, Literacy, IT, Library, respectively). Each learner met with his/her second year student MENTOR. The expectations of the learners were made clear. The use of log books was made clear.

d) Action planning

The learners felt that this was simply described. In fact Action Planning took place only for the planning of the induction assignment and not for the course itself. This would change in future. It is intended to make sure that the learners had realistic ambitions as to their future roles.

e) Records of achievement

The new learners brought their own Records of Achievement from their school experiences. These did help regarding Work Experience.

f) Portfolios of evidence

Their use was effective. The confidence of the staff in being able to make good judgements concerning appropriateness and level was crucial. The learners did not feel that the importance of portfolios was emphasised.

g) Assessment and verification procedures

This aspect of induction was not covered in its entirety on induction; rather a "drip-feed" method of induction was adopted so that these assessment and verification procedures were introduced within the term. The chart of assessment procedures was presented to the learners and the distinctions between the NVQ Level 1 in Professional Craft and the GNVQ Intermediate Level were pointed out; Learners were not simply faced with the GNVQ requirements only.

h) Grading criteria

These were not dealt with in detail at all in Induction. They were explained later in the year. But the amount of supervision was explained.

i) Log Books

i) These definitely needed modification. There was "chaos" in getting to grips with these!

ii) The College Unit Tracking System Sheet was better.

j) Credit accumulation

This concept was not introduced as such. Only when the need to award credit arose was it mentioned. The argument was that the learners would progressively become acquainted with it.

k) Empowerment of learners

Learners were treated as adults by the staff. They were trusted to use their freedom responsibly. This concept of empowerment may have been applied to the total college/learner relationship but it was not precisely the GNVQ meaning of this term!

l) Additional units

Consideration of these units was not included during induction; perhaps because all first year learners were on the NVQ course as well as on the GNVQ course. Any possibilities for Additional Units for particular learners could emerge gradually throughout the first term.

m) The importance of deadlines

During tutorials Staff encouraged meeting deadlines but did not insist on deadlines. Next year, however, they will do so.

n) Putting together a personal programme for learning

i) Core skills were needed

ii) The whole GNVQ course was not necessary. Learners can choose units

iii) In the second year of the NVQ some GNVQ units could be studied too.

o) Diagnosis of learning needs

There were some cross-college learning tests planned for the induction of GNVQ students next September.

p) Progression

This area was unclear. Progression might already have been determined through the possible continuation into Year 2 of the NVQ Professional Craft Level 1 course. Progression was not guaranteed.

4 **Effectiveness of Learning and Assessment Materials**

i) The learners felt that a "linear, drip feed" induction was more effective than "total exposure" at the very beginning of the course. There was the fear of confusing GNVQ and NVQ at the beginning. Induction on to a GNVQ course should be experiential.

ii) A two-week Induction was not attractive because everybody was proceeding at the rate of the slowest learner.

iii) The GNVQ jargon and the actual text were real problems for a minority of learners even though the staff did try to make the Induction as gentle as possible.

iv) Learners varied in their degree of motivation and purpose.

v) The learners believed that the logbooks and the Core Skills books could be simplified to avoid duplication and repetition of paragraphs. They preferred to have boxes to tick.

vi) The language of the materials needed simplifying.

vii) The self-assessment of strengths and weaknesses (SWOT Analysis) was considered to have been premature.

viii) The student handbook was "indigestible". It contained too much matter and there was a lot of duplication. A "mountain of information on paper" was given to teachers and learners.

ix) The learners' every movement had been systematically documented. The intention to guide the learners was very much in evidence.

x) The tutors were very understanding. They were patiently and caringly trying to help

the learners to mature as adults in an egalitarian way.

xi) The survey of Students' Perceptions of College Induction gave numerical verdicts on the effectiveness of induction. However, it was hard to interpret the findings of the survey.

APPENDIX 5(h)

CASE STUDY 8 (AT A COLLEGE)

A brief account of the Induction Programme
for students on a GNVQ course on Leisure and Tourism

1 **Background Information**

The interviewees were:

(i) The GNVQ College Co-ordinator

(ii) The GNVQ Co-ordinator for Leisure and Tourism (L & T)

(iii) A key member of staff who teaches on GNVQ Programmes

iv) Five Students (four males, one female; four at Advanced level, one at Intermediate level)

2 **THE INDUCTION PROGRAMME**

2.1 Duration

The Induction programme was of eight weeks duration because:

(i) it was intended to allow time for the diagnostic testing of students in the CORE SKILLS

(ii) it was a College-wide decision that the Induction programme for all GNVQ students should be of that length.

Some thought that, because of its length, the programme (a) gave students too much information to think about (b) caused confusion sometimes (c) left it too late for students to change programmes (if they wanted to do so).

However, Counselling (pastoral care) was said to be very good (as it was most important to keep the students enrolled at the College at the end of the Induction Period!)

2.2 Organisation and Management

2.2.1 Organisation

a) The whole intake of GNVQ students in September 1993 was divided into sub-groups after an initial assessment of their achievements and abilities. This first profiling of the students caused "problems" because:

(i) subsequently some students had to move to a lower level

(ii) some students wanted to stay in their sub-groups after Induction (having been in these sub-groups for 8 weeks)

(iii) there was the "temptation" to treat the Special Needs students as if they were Foundation Level students

(iv) the sub-groups were too large and were therefore "intimidating".

(b) The time-tabling of staff was "alright" because additional part-time staff (from industry) were recruited to teach on the Induction Programme.

2.2.2 Resources

Broadly speaking, the resources were "quite good". The Library had been short of textbooks at the beginning of the academic year, but this deficiency was remedied within the first few weeks of the autumn term.

Students were given access to all the necessary resources on the campus including the use of the FAX machine and of the computing facilities. However, the campus could do with more computer terminals. Workbooks had been developed and were probably a resource for both the staff and the students.

2.2.3 The Support of Senior Management

The Senior Management gave strong support to the GNVQ programmes.

The College Management had set up a Curriculum Support Department. The members of this department regularly meet all of the College students who have defined learning difficulties and provide extra help to them.

2.2.4 Staff Development

Attendance at a two-day Staff Development programme which was run at the College had been compulsory for all those teaching on GNVQ Programmes. They became aware of the philosophy and structure of GNVQ Programmes. In addition: (a) some members of the GNVQ team for L & T had attended the staff development courses run by the Awarding Bodies; (b) all the GNVQ staff (full-time and part-time) had been trained as Assessors (and some of them were currently taking the Internal Verifier award); (c) CORE SKILLS workshops had been run for the staff; (d) all GNVQ staff for L & T had been involved in writing the content of the GNVQ programmes and in decisions about their delivery.

3 The Teaching/Learning Materials for the GNVQ Induction Programmes

3.1 The development of the teaching and learning materials

Teaching-learning materials had been built up during the piloting of the GNVQ in another Vocational area and these were, therefore, borrowed and adapted for the GNVQ in Leisure and Tourism. Although the College had previously run CPVE/DVE programmes, the concept of Induction within GNVQ was new and its objectives were difficult. For example, Induction was no longer to be simply a matter of looking around the College! Instead, students' attainments in CORE SKILLS had to be determined; decisions about the appropriate GNVQ level for each student was necessary (as was an understanding of the GNVQ jargon).

L & T specific materials for GNVQ were developed in 1993 between May and July (when a one-day Induction programme for applicants was organised). A member of staff had devoted most of her time to this development. By September, the necessary materials had been written "in layman's terms" for use during the Induction weeks. It was pointed out that the GNVQ staff had developed these materials on the advice of the GNVQ Co-ordinators.

Time had been a constraint on the development of the materials; the College simply had to launch its GNVQ programmes before the local schools launched theirs. Most of the staff were unfamiliar with good practice on GNVQ programmes.

The main teaching/learning materials that were developed for the L & T students consisted of a series of booklets such as:

(a) the Students' Handbook
(b) the Assessment Handbook.

3.2 The Materials

3.2.1 The "Learning to Learn" materials

An important finding was that the expression "learning to learn" was not one commonly used. "Learning to learn" is a process that takes time; it takes place over the whole year. The objectives of "learning to learn" were not necessarily achieved by the end of the Induction period.

A "learning activities" package was used during Induction; the package contained materials about Action Planning and was given to all the students. Twice termly the students were interviewed individually by the GNVQ staff. During these interviews, the staff went over the students' action plans with them and dealt with "problems".

What was important to note about students' "learning" was that some students were "not good enough in the fundamentals of the 3Rs" and that there was, therefore, a need to go "back to basics" (eg. to learn how to tackle a report and how to structure an assignment). Also, students needed to get used to the student-centred approach.

3.2.2 Assessment and Verification Procedures

The materials did explain the term "verifiers" but it was claimed that the staff could not "throw it all at once" during the Induction period! Students were only now becoming aware of the Internal Verification process. Their assignments were currently being cross-marked by staff. This cross-marking was shown on the students' assessment sheets. The College's "quality control" policy was such that Internal Verification had to be undertaken.

3.2.2.1 Grading Criteria

When assignments were set, students were given a Student's Guide and a checklist of requirements and the assignments carried the grading criteria laid down for GNVQs. The students were informed about how the criteria worked and what staff would be looking for in the assignments which would be set towards the end of their programmes.

Students' uncertainties about the grading criteria probably reflected the fact that some staff felt "unhappy" about grading criteria and about grading in general. However, by the end of the year, the staff would be "happier" with the summative assessments of the students' work and with the grading process, it was hoped.

It was College policy not to grade individual assignments. The reason (so it was said) was that usually students simply look at the grades and do not actually read their tutors' detailed feedback on their work. Also that the grades given at the beginning of the year were not always reliable. Nevertheless, one interviewee's opinion was that (a) students still did not understand the absence of grading on each assignment; (b) they needed to have "concrete criteria and grades".

3.2.3 Credit Accumulation

The evidence (such as it is) was that the students interviewed were not clear about the meaning of this term. It was argued that the term is not generally used in FE and that students would understand, instead, terms like "storing", "keeping" and "saving" assessments. Credit Accumulation is related to the organisation of the curriculum and to "how the course team works". For example, if the Curriculum is presented as an integrated whole and is not organised unit by unit, then the accumulation of credits is not so straightforward and is probably not transparent to students. Furthermore, it is unlikely that students would understand the term Credit Accumulation until the External Verifier came, later during the year.

Nevertheless, what students did understand was that:

(a) they did not need to repeat a Unit if they had already obtained the credits for it

(b) they could always come back in future to pursue their studies on the basis of the credits that they had already obtained.

3.2.4 Additional Units

This was another term which probably needed clarification because it introduced another complexity. The College arrangement was that across the whole campus, a certain amount of time was allocated each week for "additional studies". There were no set GNVQ classes during that time and students could therefore follow any one-year or two-year programmes of their choice during this period of work. These Additional Studies included programmes such as the GCE 'A' level in Maths or English and NVQs in Business Administration. This is why GNVQ programmes were time-tabled for only 12 to 15 hours per week and allowed students to make up a full time-table using these Additional Studies.

3.2.5 The GNVQ Jargon

The College has a Communications Specialist who went through all the GNVQ materials and ensured that they were in "good, plain, sound English" (for 16 year olds). The interviewed staff reflected that the Students' Handbook was meant to be as user-friendly as possible. However, in spite of this, the "Intermediate level students" (more so than the "Advanced level students") did find the GNVQ jargon difficult to understand. As one interviewee put it, the Intermediate level students "switched off" when it came to such jargon.

3.2.6 Students' Responsibility for their own Learning

It was made very clear to GNVQ students (right at the beginning of the Induction programme) that the responsibility for learning was theirs. There was some evidence that the Induction Programme had brought home to the students that they had to be more responsible for their own learning. For example, they wrote their notes neatly, filed them properly and got their work "signed" on time; they knew what equipment was needed and were very organised in their studies (even after the Induction period). However, respondents observed that it should be recognised that:

(a) it takes a long time "to install ownership"

(b) some staff are reluctant "to let go" of their responsibilities as teachers.

3.3 In-house Evaluation of the Induction Programme

Apart from a questionnaire to students (for feedback about the Induction Programme), there had not been any systematic, formal evaluation of the effectiveness of the teaching/learning materials used during the Induction of the GNVQ students in Leisure and Tourism. However, the Moderators' and Verifiers' reports about the College GNVQ Programmes, in general, were "excellent".

Nevertheless, there was the feeling that:

a) the teaching/learning materials:

i) were "too high brow" for most of the Intermediate level students

ii) caused some confusion because a lot of information was given "all at once" to students - although it was stressed that the students "hold on" to these materials and put them into their portfolios of evidence. They could, if necessary, refer back to them later (after Induction).

b) the inordinate amount of time spent on assessing individual students' needs in order to ascertain the appropriate GNVQ level for each student was:

i) "silly" for those students with "good" GCSE grades who could proceed to the GNVQ Advanced level and start working on their programme Units straight away (and who were not "pushed hard enough" during the Induction period)

ii) frustrating for those students who had already made up their minds as to what they wanted to do and at what level (given their GCSE results).

4 In Future

The teaching-learning materials were being re-written. The GNVQ staff were taking a close look at other ways of improving the GNVQ offerings in Leisure and Tourism.

Some of the suggestions made for the improvement of the Induction Programme were as follows:

a) the Induction period should last over only 3 weeks (instead of 8 weeks as at present)

b) the GNVQ entrants should be divided into sub-groups at random

c) the "Special Needs" students should be integrated with the other students (at the appropriate levels)

d) the changes in time-tabling should be more "radical" (eg. they should allow for more movement across programmes and levels)

e) there should be less emphasis on assessing the individual academic needs of students who were already well-qualified academically

f) more emphasis should be put during Induction on the students' "desire to succeed"

g) "Study Skills" should be incorporated into the "learning activities" package

h) only essential topics should be included in the Induction Programme and these topics should be treated in more depth

i) the language of the teaching-learning materials should be even more user-friendly than at present

j) all the teaching-learning materials used during Induction should be collated and bound into one single booklet.

APPENDIX 5(i)

CASE STUDY 9 (at a College)

A brief account of the Induction Programme
for students on a GNVQ course in Manufacturing

1 Background Information

The Interviewees were:

i) The GNVQ College Co-ordinator

ii) The GNVQ Co-ordinator for Manufacturing

iii) A key member of staff who teaches on GNVQ Programmes

iv) Six students from GNVQ Programmes (all male)
- three from the Advanced Level (Manuf)
- three from the Intermediate Level (Manuf)

2 The Induction Programme

This report is based on the findings about the 'common' induction model for the whole College.

2.1 Duration

The Induction programme was in two parts:

Phase 1 = one week at the beginning of the academic year

Phase 2 = on-going throughout the academic year

Phase 1 consisted of a number of activities to achieve the following objectives:

i) to apply and evaluate the diagnostic tests in the core skills;

ii) to introduce the students to College resources;

iii) to describe and explain the College rules and regulations;

iv) to define the infrastructure of the GNVQ programmes (that is, delivery styles, learning activities, assessment criteria models, action planning, personal tutor system, responsibilities of staff and students, and so on);

v) to describe the support systems available to individual students (for example, communication workshop).

Phase 2 consisted of a continuous input of the necessary skills and knowledge to cope with the various delivery and learning styles. Broadly speaking, this included: study skills, core skills and review strategies.

The Induction Programme was supported by a good system of Personal Tutorials and Workshop Sessions designed to provide feedback to the students shortly after the assessments of assignments and the tests.

2.2 Organisation and Management

2.2.1 Organisation

The College has been involved with GNVQ programmes for the past two years (including the piloting of some vocational areas) so that there was every evidence of a very effective organisation of the Induction Programmes. There is still some debate whether to allow individual vocational areas to conduct their own induction, or to have a common induction for all GNVQ courses.

2.2.2 Resources

The College has an exceptionally good set of resources, including support workshops for core subjects, a good selection of classrooms, laboratories and practical areas. The only one deficiency appeared to be an inadequate number of small tutorial rooms. In addition, where appropriate, full use of site visits was made to experience the 'real' world. To illustrate the high quality of the resources available, a number of schools (engaged in GNVQ courses) from the surrounding areas came into the College to use and benefit from these resources.

2.2.3 The Support of Senior Management

The Senior Management gave strong support to GNVQ programmes. The evidence of the past two years clearly indicates that the College management accepted responsibility for the programmes by allocating adequate resources to deliver the GNVQ programmes effectively and efficiently. New staff had been appointed (from within the College and from outside the College) to run the programmes.

2.2.4 Staff Development

Excellent materials were designed and produced for implementing Staff Development in the College. The staff had built up an expertise (through their involvement in the national Pilot schemes) which had demanded 'pure survival tactics' in the first year! Since that period, great progress had been made with:

a) weekly, structured meetings
b) a series of outside consultants to provide an update of knowledge skills
c) attendance at regional and national conferences organised by the awarding bodies and FEU.

3 The Teaching/Learning Materials for the GNVQ Programmes

3.1 The development of teaching and learning materials

Teaching/learning materials had been designed and developed during the piloting of GNVQ programmes over the past two years. The materials had been tried and tested and subsequently refined, so that the present materials provide good effective support in achieving the course objectives.

The range of materials available included:

- A Students' handbook
- Staff Planning documents
- A Sample of Assignments
- Staff Development materials

3.2 The Materials

The College now has available an extensive selection of teaching/learning materials. They are being developed and refined to offer the very best GNVQ courses. These are at Intermediate and Advanced levels in five out of the eight vocational areas. Plans were being

made to add the remaining three areas to those already on offer. Then the College would assess carefully a move into Foundation courses following the recent reports on the provision of vocational education and training.

3.2.1 The Learning to Learn Materials

It is worth noting here that "learning to learn" involves developing a set of complex skills. To achieve this, the skills have to be practised and applied over a long period of time. The skills need to be monitored and modified at frequent intervals to ensure development and progress. The College had established a programme of activities to enable students to develop these skills. A series of "review" phases provided instant feedback on a continuous cycle. Each student had the opportunity to meet with his/her personal tutor on a regular basis and review his/her skills' development. The Induction Programme had introduced the concept and practice of "Learning to Learn". Phase 2 of the Induction Programme was designed to provide a continuous input of study skills and planning skills over the academic year.

3.2.2 Assessment and Verification Procedures

The materials did explain the term verification. The students were slowly becoming aware of the "process of verification" through the ways in which their assignments were assessed and feedback was obtained from tutorials. It would appear that this part of the curriculum process needs to be emphasised during the initial induction period. It then needs to be reinforced on a continuous cycle throughout the academic year.

3.2.2.1 Grading Criteria

The whole process of grading had been carefully explained to the students during the initial induction period. The students interviewed still expressed great uncertainty about how it worked in practice. There is a need to produce some case studies which illustrate typical student profiles and show how these are developed.

3.2.3 Credit Accumulation

The majority of the students interviewed had a clear understanding of this process. One or two of the students expressed a lack of understanding of the practicalities of applying credit accumulation on the GNVQ courses. The suggestion made in 3.2.2.1 above about developing case studies would be of great value in explaining this process.

3.2.4 Additional Units

The principle of studying "additional units" was understood and the practice was seen to be possible in this relatively large College, where a full range of other units was available. The only major constraints were those of timetable compatibility and availability of study time. The College needs to explore this area further as the GNVQ programmes expand. The necessary pre-requisite for progression will be clarified with the Higher Education sector.

3.2.5 The GNVQ Jargon

The College had invested a lot of time and effort in producing teaching and learning materials. Much effort had gone into "translating" the GNVQ jargon into user-friendly terms.

3.2.6 Students' Responsibility for their own Learning

It was of significant interest to compare the responses of Intermediate Level students with those of Advanced Level students on this point. The Advanced Level students had come either from the GNVQ Intermediate Level BTEC courses or directly from schools. Those who came from the Intermediate Level had benefited from the Induction Programme when they had joined the Intermediate Level course. However, the other students showed a very clear need for an Induction Programme.

3.3 In-house Evaluation of the Induction Programme

The two components of the Induction Programme (that is, the "review mechanism" and the "tutorials") were very effective in providing feedback on the Induction Programme. In addition, the frequent staff development activities employed throughout the academic year supplemented these two strategies in a very positive way. There was, however, a need to support these elements with formal, systematic, evaluation procedures.

4 In Future

a) The College was planning to offer courses in other GNVQ Vocational Areas and recognised, therefore, the need to review and develop its available resources.

b) Manufacturing as a Vocational area had not yet established itself nationally as a popular foundation for a possible career progression with young people. However, the College was addressing this issue in a very positive manner; for example they had already modified the title of the programme for the Advanced Level qualification. This change was an attempt to improve the image of the programme from being one

for "blue collar" jobs to being one for "white collar" careers! In addition, staff were reviewing the syllabus content and the structure of the syllabus in a further effort to attract young people into an area which is clearly of great importance to the economy of the country. At the same time it provides exciting and challenging careers.

c) The time allocation for the Initial Induction Programme needed to be carefully reviewed in order to provide induction activities of the optimum quality.

d) There should be an Initial Induction Programme at the commencement of the GNVQ Advanced Level course for all direct entrants at that level. This period would also serve to reinforce the build-up of the GNVQ system.

e) Work Placement needs to be introduced during Induction in a structured programme with well-defined outcomes.

f) The Induction Programme materials needed further development with more emphasis on "Learning to Learn" activities.

APPENDIX 6

LIST OF SCHOOLS AND COLLEGES VISITED

Airedale & Wharfedale College, Leeds
Ashington High School, Northumberland
Barnsley College
Bretton Woods Community School, Peterborough
City College, Norwich
College of North West London
Dewsbury College
Farnborough College
Leeds College of Technology
Mid Kent College of Higher and Further Education, Maidstone
Nanhurst School, Cranleigh
Nelson Thomlinson School, Wigton, Cumbria
Queens Park Community School, London
Rastrick High School, Brighouse
St Chad's RC School, Runcorn
Stockport College of Further Education
Stratford-upon-Avon College of Further Education
Wakefield College
Wigan & Leigh College